

# Dr. Charles R. Drew Elementary School

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Ms. Davida Desmond, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

## School Description

Dr. Charles R. Drew offers a challenging and exciting learning environment for students in pre-Kindergarten through 5th grade. The academic program emphasizes active learning and problem solving with hands-on materials and projects. The talented and committed teaching staff work collaboratively to offer an academically challenging curriculum and foster the emotional and social growth of each child.

The early childhood program of the primary grades emphasizes literature-based reading instruction, Bay Area Writing Project, experiments in science, hands-on math instruction, interdisciplinary projects and field trips. The High Scope Cognitively Oriented Curriculum helps students develop problem solving skills and creativity, while learning to express ideas, make decisions and work together. The upper elementary program integrates literature instruction with studies of students' ethnic heritage and maintains the emphasis on active learning in all subjects. An Outdoor Education program takes students to Slide Ranch, Montara, and Caritas in addition to monthly field trips. Computer instruction begins in pre-Kindergarten and continues through the grades.

Other special offerings at Drew include a perceptual motor program, instrumental music, visual and performing arts, AIMS Symphony project, a full computer lab, Project Oceans and chess. Drew School has a corporate partnership with PRC Environmental Management Corporation which provides academic support through tutors and a pen pal program. Dr. Charles R. Drew Child Development Center provides an extended day care program.

## District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

## School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement of students in Q1. 2) Improve student achievement in math. 3) Improve student proficiency in writing. 4) Develop and enhance our appreciation and sensitivity to cultural diversity. 5) Develop a comprehensive plan for all LEP students.

## Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- |  |   |  |  |
|--|---|--|--|
| * All individuals can learn.   | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching.     | * Learning has both cognitive and affective dimensions.  | * All individuals learn in many different ways and at varying rates.                                     |
| * All individuals are both potential learners and potential teachers.        | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way.   |
| * All individuals want to learn and to be recognized for their achievements. |   |  | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity.       |   |  |  |

Grade Span:	PK-5	Student Enrollment:	330	LEP/NEP*:	17.6%
Building (sq.ft.):	54,000	Average Daily Attendance:	99.9%	Special Education:	12.1%
Year of Construction:	1975	Optional Enrollment Requests:	100%	EDY**:	31.5%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		% Objectives Met***:	81%

## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Drew has an on-site Prevention Program which offers short-term counseling to students and families. The Challenged Children program offers counseling to students in special education. A large support staff is available to all students and families and includes an Elementary Advisor, Parent/Community Liaison, six Resource Teachers and classroom Paraprofessionals. All staff implement Tribes, a self-esteem and communication curriculum, and there is a schoolwide Conflict Resolution program. These programs develop student problem solving skills and promote a healthy school climate. Student nurses from the University of San Francisco provide health checks and support the health education curriculum.

## Teacher Assignment

Out of 2,305 certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. At Dr. Charles R. Drew School all teachers are teaching in the areas in which they are credentialed. The school has 2 certificated special education teachers, one speech/language clinician, and 8 teachers are working toward English Language Development certification.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Drew, attendance for the year was 99.9%, excused absences were 4.2%, unexcused absences were 0.1% and the dropout rate was 0.3%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To encourage consistent daily attendance, Drew School offers a variety of services including frequent calls to the home, a Parent/Community Liaison, and Elementary Advisor, and parent education sessions stressing the importance of school attendance. A caring and committed staff combined with a stimulating and involving curriculum also encourage regular attendance at Drew. The quarterly Honor Roll recognizes outstanding student attendance.

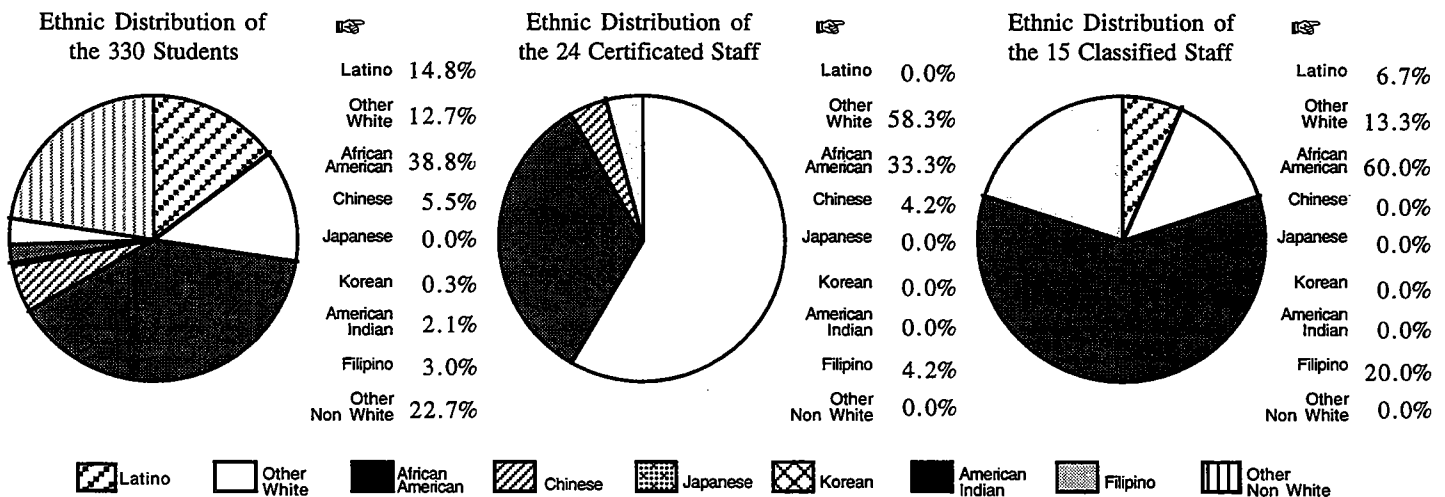
Objective 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.\*

## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	26.5	36,000
1	26.0	24	27.2	23.7	50,400
2	26.0	24	27.4	24.0	50,400
3	29.8	25	26.7	27.0	50,400
4	32.2	30	27.5	24.5	54,000
5	32.2	30	28.1	27.5	54,000

\*\* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

## Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented. (Based upon previous year's enrollment.)\*

When hiring, staff at Dr. Charles R. Drew School make every effort to recruit an ethnically diverse staff. District, Department of Integration, staff, parent, and community resources are utilized in recruitment efforts.

\*Several District objectives are listed in this document. If the objective is shown with a check (✓), the objective has been achieved. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved.

## Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

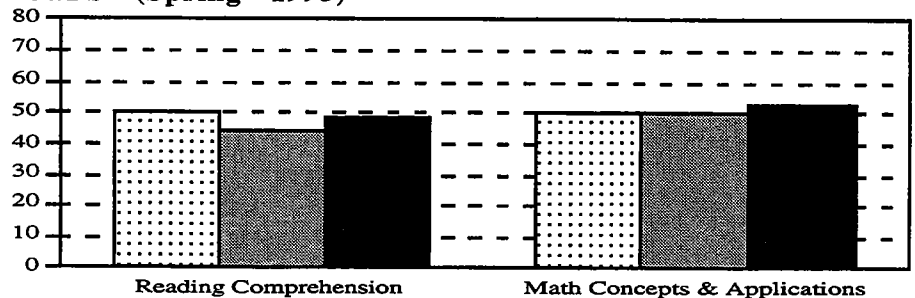
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Drew, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Conflict Management, Tribes, Cooperative Learning, Student of the Week, and quarterly Honor Roll.

## Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS:  National  
 District  
 School

CTBS (Spring 1995)



LEP/NEP = 17.6%

Special Education = 12.1%

EDY = 31.5%

GATE & High Potential = 8.5%

## Teacher/Staff Professional Development, and Curriculum Improvement

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. Throughout the year teachers participate in 8 days of staff development dedicated to improving instruction. Priorities include writing across the curriculum, training/implementation of math replacement units, training/implementation of newly adopted science kits, diversity and cultural sensitivity. Many staff members are actively involved in professional development activities: Mentor Teacher Program, Math Leadership, City Science, Eyes on the Prize, Bay Area Writing Project, Lawrence Hall of Science Equals Program, Early Literacy Project, Cultural Cornerstones, Beginning Teacher Project, and Reading Recovery.

## Quality of School Instruction and Leadership

All staff at Drew School work collaboratively to plan curriculum, assess student learning, and organize schoolwide activities. Schoolwide committees address targeted areas in curriculum, instruction, school climate, parent education and parent involvement. Staff has developed schoolwide writing standards and expectations for writing in all areas of the curriculum. Drew is a Stage One Restructuring School (Awareness phase).

## Average Salaries, Budget Percentages & Expenditure per Student

1993-94 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

\* Districts over 20,000 ADA  
 \*\* Elementary Schools Only

## Substitute Teachers

During the 1994-95 school year, the Drew teacher attendance rate was 97%. When a substitute was not available, classes were covered by resource teachers or other classroom teachers.

Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.\*

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. Drew's staff believes that learning activities for children must be active and experiential. The curriculum includes extensive use of hands-on activities and real life experiences. A variety of objects are provided for children to touch, manipulate, experiment with, and talk about in all curricular areas. The school has a full computer lab, a mini computer lab and computers in the classrooms. Reading is taught primarily through literature. In 3rd through 5th grades, language arts and social science are taught using literature; special attention is given to utilizing multi-ethnic, multicultural materials.

## School Facilities and Safety

### *Current Conditions:*

- \*New fire alarm system installed.
- \*Cafeteria and some hallways painted.

### *Planned Improvements:*

- \*One student bathroom will be added to fulfill Pre-K licensing requirements.

### *Needed Improvements:*

- \*Hallways and main office need painting.
- \*Torn wall covering needs repair.
- \*Matting under play structure needs repair.
- \*Heating and ventilation systems must be adequately maintained!
- \*New play structure needed.

*Objective 3b: The appearance of the school site will be improved \**



## Parent Involvement

At Drew School parents are viewed as the "first teachers" of children and as partners with staff. The active parent groups sponsor curricular and enrichment programs such as Orff Schulwerk music, Project Oceans, and multicultural performances. Staff and parents work collaboratively to maintain a healthy and productive school climate. Parent education includes Family Literacy and Family Math Nights. During 94/95, over 300 parents and children attended these sessions. Parents are kept informed through a weekly Parent Bulletin, monthly meetings, a Fall Curriculum Night, and parent/teacher conferences. The staff hosts a Parent/Volunteer Reception in May.

*Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation. \**



For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

**San Francisco Unified School District**  
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